



KINE 1P93
Library Seminar
Fall 2024 term

Ian Gordon



Ian Gordon, Teaching & Learning Librarian



KINE 1P93

Foundations of Movement Studies

Historical and sociological examination of systems of body culture and movement education in Europe and North America. Applications of movement concepts and theories to contemporary physical education.

Lectures, lab, 3.5 hours per week.

Restriction: open to AGEN, BKin, BPhEd, BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate) and BSc (Kin) majors until date specified in Registration guide.

Note: this course may be offered in multiple modes of delivery. The method of delivery will be listed on the academic timetable, in the applicable term.

5) **Essay (Value 7.5% + 12.5%= 20%)**

Students are required to write a research essay on a topic selected by each student. A list of essay topics is provided in Appendix 1 of this course syllabus. *The essay must have a thesis and present an argument or analysis of some key issues based upon primary and/or secondary scholarly research.* As a thesis statement is included in the list of topics, students should incorporate the statement anywhere in the essay. Each paper is to represent original and independent work, and should contain evidence of research on the topic; students may not use any material from an essay previously handed in for this course or for another course.

Turnitin.com, the software package designed to reveal plagiarism, will be utilized when students upload their essays onto Brightspace and a similarity index created. Students are encouraged to check the similarity index and alter quoted material (direct or indirect) if the index is high.

Essay Draft 1 (7.5%):

The purpose of the assignment is to improve your research skills, ideas and writing. There are three related parts to this assignment.

First, students should enrol in and complete the Research Fundamentals Online Course that is run through Brock Library. Click on this link to enrol in the course:

<https://brightspace.brocku.ca/d2l/le/discovery/view/course/73528>

This course contains four units of work and can be completed in your own time. Upon completion you will receive a PDF certificate as proof of completion. This should be

uploaded to Brightspace along with your one-page essay draft due on Friday, 29th September, 2023. This part of the assignment is worth 2.5%.

Second, students will submit one page of their essay (onto Brightspace) which should serve as an introduction to the topic. The submission should include a separate title page and a separate reference page citing at least 2 references (both correctly formatted), that are used in the text. Students need to follow APA formatting for the one page and final draft essay. This should be typed, double-spaced with 12-point font and uploaded on or before Friday, 29th September, 2023 by 11.59 p.m. (late assignments will **NOT** be accepted). You will receive a mark out of 2.5 for this submission.

Third, the essay draft will be peer-reviewed by another student in your group so that you receive feedback AND you will give feedback to someone else. Guidelines for the peer review process will be posted on Brightspace. You will receive a mark of 2.5 for completing the peer review within seven days (by Friday 6th October, 2023).

Students who choose to not complete the Research Fundamentals course will receive 0/2.5; those who choose to not hand in the draft will receive 0/2.5; those who do not peer review will receive 0/2.5 for that component.

Essay Final Draft: (12.5%): The final draft of the essay is due to be uploaded onto Brightspace before or on Wednesday, 6th December 2023 by 11.59 p.m. (late assignments will **NOT** be accepted).

The final essay should include:

- 5 pages of text (*excluding* title page and reference page) typed, double spaced with one-inch margins, in American Psychological Association (APA) format. Font: Times New Roman, 12-point size.
- A minimum of 4 peer-reviewed, academic sources (i.e. academic books and journal articles; not newspapers or magazines such as *Sports Illustrated*) must be included in the essay.
- Evidence of engagement with academic literature (citing direct or indirect quotes) and the student's own words to support a particular premise or thesis.
- A title page (see sample on Brightspace)
- A reference list on a separate page. Electronic references must state a document title or description, a date (either the date of publication or date of retrieval) and address (URL).

<https://researchguides.library.brocku.ca/KINE>

[Library](#) / [Research Guides](#) / [Kinesiology](#) / [Welcome](#)

Kinesiology

[WELCOME](#)

[ARTICLES](#)

[BOOKS](#)


[GREY LITERATURE](#)

[DATA](#)

[BORROW FROM OTHER LIBRARIES](#)


[ADDITIONAL COURSE GUIDES](#)

Need Help?



Ask
Chat with a librarian

Contact us at libhelp@brocku.ca or
find more library help on our
[Research Support](#) page.




What is this guide for?

This guide has been designed as a general program guide and is curated by [Brock librarians](#). It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), systematic reviews, and more. Use the tabs on the left to navigate through the web page.

Selective course-related guides are provided when appropriate every term.


KINE 1P93 Library Seminar Fall 2024 ppt [slides](#) (PDF) and [video](#).



Attribution

Creative Commons License

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).



Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

Top 10 resources you should know about!

1. Zoterobib
2. Zotero
3. Omni
4. Borrowing from Other Libraries
5. Brock Library KINE Library Research Guide
6. Google Scholar
7. Google Books
8. Advanced Google searching
9. When, where and how to get help!
10. Book a Consultation

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

How does “risky play” contribute to children's confidence and self-assessment?

NEW SEARCH	JOURNAL SEARCH	BROWSE	DATABASE SEARCH	INTERLIBRARY LOAN	RESEARCH GUIDES	...
SEARCH CRITERIA						
Search within: <input type="radio"/> Brock Library + Omni Libraries <input checked="" type="radio"/> Brock Library <input type="radio"/> New Books <input type="radio"/> Archives & Special Collections						
Search fields				Resource Type		
Any field contains "risky play"				Books & eBooks		
AND Any field contains confidence OR assessment OR child*				Language		
				Any language		
				Start Date:		
				Day Month Start Year		
				End Date:		
				Day Month End Year		
+ ADD A NEW ROW CLEAR						
→ Any field contains "risky play" AND Any field contains confidence OR assessment OR child*						SEARCH

Modify your results

☐ Expand search beyond Brock's collection

Sort by Date-newest ▾

Availability ^

Available online

Open Access

Brock Library Print & Physical Items

Resource Type ^

Books & eBooks (11)

Newspapers search >

Publication Date ^

From To Refine
2011 2024

Subject ▾

Author/Creator ▾

Brock Library ▾

☐ 0 selected PAGE 1 1-10 of 11 Results ▾ ☐ Personalize



1



BOOK

Rethinking weapon play in early childhood : how to encourage kindness, imagination, and consent in your classroom

Broaden, Samuel, author.; Marx, Kisa, author.

2024

Available Online >



2



BOOK

The anxious generation : how the great rewiring of childhood is causing an epidemic of mental illness

Haidt, Jonathan, author.; ProQuest (Firm)

2024

Available Online >



3



BOOK

Risky Play: An Ethical Challenge

Kvalnes, Øyvind ; Hansen Sandseter, Ellen Beate

2023

“ This open access book brings together current childhood research and contemporary ethical theory to draw attention to how children depend upon a scope of action for risky play for their mental and physical development...” “

OPEN ACCESS

Available Online >





BOOK

Risky Play: An Ethical Challenge

Kvalnes, Øyvind ; Hansen Sandseter, Ellen Beate

2023

“ This open access book brings together current childhood research and contemporary ethical theory to draw attention to how children depend upon a scope of action for risky play for their mental and physical development...”

OPEN ACCESS

Available Online >

Chapters of this book (5) >

Skip To

TOP

SEND TO

VIEW ONLINE

HOW TO GET IT

DETAILS

Send to



EXPORT BIBTEX

EXPORT TO
EXCEL

CITATION



EMAIL



PERMALINK



EXPORT RIS



MENDELEY



ENDNOTE



EASYBIB



PRINT

View Online

Full text availability

DOAB Directory of Open Access Books

Read this online.

[Terms of Use from Publisher Site](#)

OAPEN Open

Read this online.

[Terms of Use from Publisher Site](#)

Springer eBooks 2023

Permitted Uses

[Read this online.](#)

Title Risky Play: An Ethical Challenge

Author/Creator Kvalnes, Øyvind >
Hansen Sandseter, Ellen Beate >

Publication Date 2023

Subject Education >
Ethics >
Humanities >
Philosophy >
Philosophy and religion >
Psychology >
Risk-taking (Psychology) in children >
Schools >
Sociology >

Keywords Avoid-harm ethics ; Book Industry Communication ; Child & developmental psychology ; Child, developmental and lifespan psychology ; Childhood ; Do-good ethics ; Early childhood ; Ethics & moral philosophy ; Ethics and moral philosophy ; Play and childhood ; Pre-school & kindergarten ; Pre-school and kindergarten ; Risky play ; Schools and pre-schools ; Society & social sciences ; Society and Social Sciences ; Sociology & anthropology ; Sociology and anthropology ; Sociology: family & relationships ; Sociology: family and relationships ; thema EDITEUR ; Topics in philosophy

Description This open access book brings together current childhood research and contemporary ethical theory to draw attention to how children depend upon a scope of action for risky play for their mental and physical development. In many countries, the opportunities for children to play away from adults' close attention have decreased. At both school and home, protection and avoidance of harm take increasing priority. This book draws a distinction between do-good ethics and avoid-harm ethics to highlight ethical tensions and dilemmas encountered by professionals who work with children, and suggests better ways to balance these ethical dimensions in approaching risky play.

Identifier ISBN: 9783031255526
ISBN: 3031255526
ISBN: 3031255518
ISBN: 9783031255519
EISBN: 9783031255526
EISBN: 3031255526
DOI: 10.1007/978-3-031-25552-6
OCLC: 1372397218



CRITICAL CULTURAL STUDIES OF CHILDHOOD

Risky Play

An Ethical Challenge

Øyvind Kvalnes · Ellen Beate Hansen Sandseter



OPEN ACCESS

palgrave
macmillan

CONTENTS

1	Risky Play and Ethics	1
Part I Risky Play		11
2	Risky Play, Then and Now	13
3	Experiences, Mastery, and Development Through Risk	31
4	Negative Consequences of Protection	47
Part II Ethics and Risk		59
5	Doing Good and Avoiding Harm	61
6	Ethical Navigation	75
7	Moral Luck	93
8	Ways Forward	105

Risky Play, Then and Now

Abstract Play is an essential part of childhood. It is through play that children explore, experience, learn, and develop. An important element of play is unpredictability. Much of children's play is about crossing boundaries, stretching limits, trying new things, and putting themselves to the test. Children seek risk experiences and thrills through play. This chapter focuses on what risky play is and how children engage with and handle risks. It also discusses how children's opportunities to engage in risky play have changed during recent decades, where adults are increasingly restricting children's freedom to explore. Concerns for safety have become more dominant than the willingness to protect children's right to play.

Keywords Risky play • Risk management • Play opportunities • Safety • Risk perception • Play environments

We did many things. We ran away. We just jumped over the fence and took a walk from the kindergarten. The staff did not go after us, because they probably assumed we would get bored and came back. And we mostly did, when we got a little hungry or things like that. But out there, we went on an expedition in the neighbourhood. It was absolutely magical. There was little to do in the kindergarten, so that's why we ran away. We wandered around to see if we could find something to do. We did not get any reprimands from the grownups when we ran away. They might have mentioned

Doing Good and Avoiding Harm

Abstract This chapter introduces a distinction between do-good-ethics, which highlights the responsibility to contribute to positive and uplifting experiences for others, and avoid-harm-ethics, which emphasizes the responsibility to protect others from negative experiences and injury. Adults who can influence children's scope for play need to find a reasonable balance between these two ethical perspectives. Like other risk assessments, the ethical evaluations of the scope for risky play should consider the likelihood that harm will occur and the seriousness of the harm. It should also consider not just the short-term benefits and harms, but also the long-term ones. Keeping children passive may in the short term lead to fewer instances of harm but may be harmful to their long-term development.

Keywords Risky play • Ethics • Do-good-ethics • Avoid-harm-ethics • Risk **assessment**

Four-year-old Pia would like to climb the apple tree with the five-year-olds. Now she stands frustrated on the ground and watches her friends joke and laugh up in the treetop. There is a rule in the kindergarten that only the oldest children may use the apple tree as a playground. The kindergarten teacher believes that Pia is really strong and good enough to be allowed to climb. He thinks it would be okay to make an exception for her. Maybe it will create

https://zbib.org/

zotero**bib**

9783031255526

Cite

Manual Entry

Kvalnes, Ø., & Hansen Sandseter, E. B. (2023). *Risky play: An ethical challenge*. Springer International Publishing. <https://doi.org/10.1007/978-3-031-25552-6>

Close

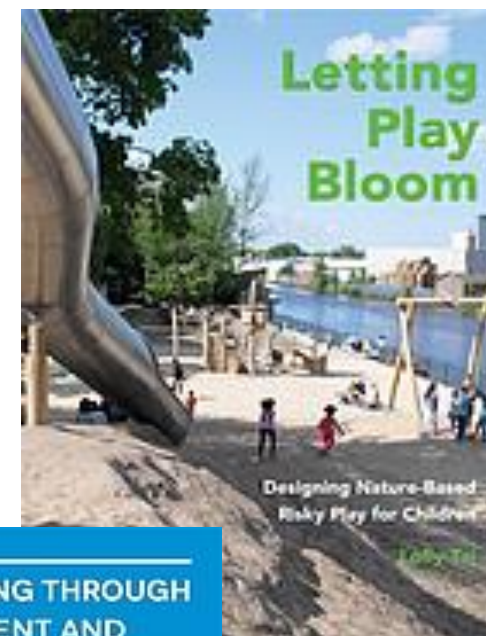
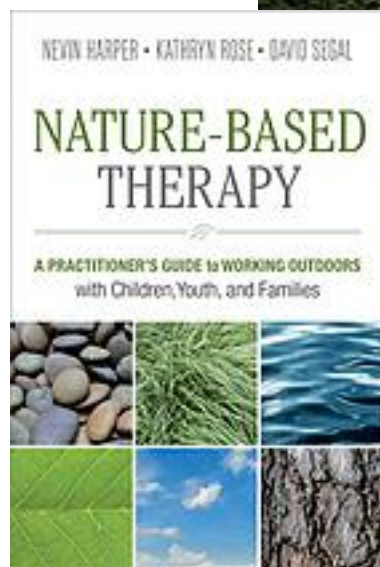
Delete

Edit

Bibliography

American Psychological Association 7th edition

▼



Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

Academic Search Complete, AgeLine, [BASE](#), BioOne Complete, [bioRxiv](#), CINAHL Complete, [CORE](#), [Dimensions](#), [Directory of Open Access Journals \(DOAJ\)](#), Education Source, [Elicit](#), Embase, [figshare](#), Gender Studies Database, [Google](#), [Advanced Google](#), [Google Books](#), [Google Scholar](#), [Keenious](#), [MEDLINE via PubMed](#), MEDLINE via OVID, MEDLINE via Web of Science Complete, Omni, [Open Alex](#), [ORCID](#), [OSF Preprints](#), Oxford Reference, [Paperity](#), [Perplexity](#), [PLOS](#), Politics Collection, ProQuest Sociology Collection, PsycINFO, [ResearchGate](#), [ResearchRabbit](#), Scholars Portal E-Journals, [SciELO](#), [Scite](#), [Scilit](#), ~~Scopus~~, [Semantic Scholar](#), Sport Discus, [The Lens](#), [Undermind](#), Web of Science Core Collection, Web of Science Complete, [WorldWideScience.org](#), [WorldCat](#), [Zenodo](#)...

How does risky play contribute to children's confidence and self-assessment

Sources

[PDF] Risky Play

bu - 1

Why Risky Play is Important to Your Child's Development

bridgewaycentre - 2

Why Risky Play is Important for Your Child's Development

excelledschools - 3



View 2 more

Answer

Risky play contributes significantly to children's confidence and self-assessment abilities in several key ways:

Building Self-Confidence

When children engage in risky play, they push themselves out of their comfort zones and overcome challenges. This process helps build self-confidence in the following ways:

- Each time children successfully navigate a risky situation, they gain confidence in their abilities ¹.
- Overcoming fears and hesitations during risky play boosts children's belief in themselves ².
- Mastering new skills through risky activities enhances their sense of competence.

As children accumulate these positive experiences, they develop the confidence to say "I can do this!" and are more likely to try new things in the future ².

Developing Self-Assessment Skills

Risky play provides valuable opportunities for children to assess their own capabilities and limits:

- Through risky play, children learn to evaluate potential risks and make decisions about what they feel comfortable doing ¹.
- They gain awareness of their physical abilities and limitations as they test themselves in various situations.




5 sources

How does risky play contribute to children's confidence and self-assessment

☐


1. [PDF] Risky Play

 bu

Risky Play Why is Risky Play important? Risky play helps children develop resilience, executive functioning skills, self-confidence, and risk-assessment abilities. Each time they engage in risky play they are engaging in their own science experiment: pushing themselves out of their comfort zone without knowing what the exact outcome will be. Risky play allows children to learn their own limits and find out what they feel comfortable with. This awareness helps reduce the risk of injury as...

☐


2. Why Risky Play is Important to Your Child's Development

 bridgewaycentre

"Children are competent, capable of complex thinking, curious, and rich in potential."— Ontario Ministry of Education, How Does Learning Happen? It can be difficult for a lot of us to allow risky play to happen. The instinct of most parents is to eliminate risk in order to protect our children. But risk doesn't have to equal danger. In fact, there are many benefits of risky play! Risky play—that is, play that incorporates safe risks relative to a child's age, size, motor skills, and comfort...

☐


3. Why Risky Play is Important for Your Child's Development

 excelledschools

Risky play is a type of play that involves intentionally seeking out or engaging in activities that involve risk or danger. While it may seem counterintuitive, engaging in risky play can actually be beneficial for children's development, as it allows them to explore and test their limits in a controlled and safe environment. 1. Cognitive Development Risky play helps children develop essential cognitive skills, including problem-solving, decision-making, and risk assessment. By engaging in...


☐

4. Risky Play and Children's Well-Being, Involvement and Physical ...

 link.springer

☐

5. Risky play for children: Why we should let kids go outside and then get out ...

 cbc

When you think back to your favourite childhood play experiences, chances are they took place outdoors, unsupervised and while hanging out with friends. But today's kids spend far less time playing than their parents did. Mariana Brussoni, a professor at the University of British Columbia and BC Children's Hospital — featured in *The Nature of Things* documentary * — has spent years researching the benefits of play that have an element of risk. Risky play for children, she explains, is...

Risky Play and Child Confidence



Q How does "risky play" contribute to children's confidence and self-assessment?

Summary of top 4 papers ▾

📄 Copy

Research suggests that risky play contributes significantly to children's confidence and self-assessment abilities. Engaging in thrilling and challenging forms of play allows children to develop risk-assessment skills, increase physical activity, and promote social competencies and resilience ([Obbe et al., 2020](#)). Even toddlers as young as 17-25 months can assess and manage risks in challenging natural environments, developing their own risk management skills ([Tangen et al., 2022](#)). Risky play provides children with a sense of self-confidence and mastery, fulfilling their innate needs for autonomy, competence, and relatedness (van [Roosjen et al., 2023](#)). Furthermore, the biological drive for risky play appears to have evolved to help young individuals develop the courage, confidence, and physical abilities needed to face life's challenges ([Gray, 2020](#)). However, recent trends of restricting children's freedom to engage in self-directed, risky play have led to negative consequences for their physical and mental health ([Gray, 2020](#)).

https://elicit.com/

Sort: Most relevant

Filters

Export as

UPGRADE

☐ Paper

☐ "It Is Scary, but Then I Just Do It Anyway": Children's Experiences and Concerns about Risk and Challenge during Loose Parts Play

Martin van Rooijen

+4

International Journal of Environmental Research and Public Health

2023 · 0 citations

PDF ↗

DOI ↗

☐ Children's use of environmental features affording risky play in early childhood education and care

Patricia Obee

+2

Early Child Development and Care

2020 · 20 citations

DOI ↗

Research topic

I want to find empirical studies and theoretical papers that examine how risky play contributes to children's confidence and self-assessment.

Share this report

Save to favorites: ☐

How was this search?

Excellent

Good

Ok

Bad



Introduction

The concept of risky play is increasingly recognized as a significant factor in children's development, particularly concerning confidence and self-assessment. Risky play encompasses activities that are thrilling and challenging, potentially involving physical injury, such as climbing, jumping from heights, or engaging with dangerous elements. This paper aims to synthesize the existing body of literature on how risky play contributes to the development of children's confidence and self-assessment through empirical studies and theoretical analyses.

A number of empirical studies highlight the direct contributions of risky play to the development of confidence and self-assessment in children. Van Rooijen et al. [1] explored children's experiences with loose parts play, applying self-determination theory to reveal how such activities fulfill children's needs for autonomy and competence. Similarly, Lavrysen et al. [5] conducted an educational intervention to evaluate changes in children's risk competence and perception, demonstrating improvements in confidence through structured risky play activities.

Little and Wyver [2] provided insight into individual differences in risk perception among young children, utilizing both interviews and observational methods. Their work showed how risk appraisal can inform children's play decisions, enhancing their self-assessment capabilities. In another study, Karabon and Steiner [9] examined how children's risk-taking is influenced by ecological factors, such as the play environment and social dynamics, highlighting the contextual elements of confidence development during outdoor play.

The theoretical landscape is enriched by discussions on the evolutionary role of risky play. Sandseter and Kennair [8] articulated the anti-phobic effects of risky play, suggesting it serves developmental functions by helping children manage fears and improve coping skills. This perspective adds depth to the understanding of how risky play contributes beyond immediate behavioral benefits, positing a foundational role in reducing anxiety and building resilience.

Educator and parental perspectives further inform the discourse around risky play. Studies like Spencer et al. [6] explored educators' views on implementing risky play strategies and noted how these perceptions shape the opportunities available to children. Orestes [7] similarly addressed how adult attitudes can affect children's engagement in risky play, underlining the role of adult mediation in promoting confidence and self-assessment.

A systematic review by Brussoni et al. [3] examined the overall positive associations between risky play and children's development. Despite the benefits, the review called for further research to clarify the mechanisms and cultural influences.

Overall, the collected studies and theoretical perspectives suggest that risky play, when supported by appropriate cultural influences, optimal balance

Topic Match	Cit./Year	Year	Paper	Paper Relevance Summary
100.0%	2.5	2023	[1] "It Is Scary, but Then I Just Do It Anyway": Children's Experiences and Concerns about Risk and Challenge during Loose Parts Play Martin van Rooijen, ..., and Mieke Cotterink International Journal of Environmental Research and Public Health 2023 - 2 citations - Show abstract - Cite - PDF	Shows risky play enhances children's confidence and self-assessment. Connects risky play experiences to self-determination theory, highlighting autonomy, competence, and relatedness as developmental outcomes. Examines children's perspectives on risky play, focusing on experiences with loose parts and practitioner roles.
99.9%	4.2	2010	[2] Individual differences in children's risk perception and appraisals in outdoor play environments H. Little and S. Wyver International Journal of Early Years Education 2010 - 58 citations - Show abstract - Cite	Examines children's risk perception and appraisal in outdoor play. Studies four- and five-year-olds' decision-making and awareness of risk during play. Highlights implications for fostering confidence and risk assessment in play environments.



Advanced Search

Find pages with...

all these words:

this exact word or phrase:

risky play

any of these words:

assessment child* confidence

none of these words:

numbers ranging from:

to

Then narrow your results
by...

language:

English

region:

any region

last update:

anytime

site or domain:

terms appearing:

in the title of the page

file type:

Adobe Acrobat PDF (.pdf)

usage rights:

not filtered by license

Advanced Search

https://www.google.ca/advanced_search



Risky play and childrens safety - Lizelle Wolmarans

Through play we learn how to live. * Play is the work of children. * Learn decision making, problem solving, self-control, follow rules, regulate emotions,.



OsloMet ODA

<https://oda.oslomet.no/bitstream/handle/Kle...> PDF

year-olds' risky play in early childhood education and care

by R Kleppe · 2017 · Cited by 35 — Despite increased interest in children's risk-taking in play, little is known of this aspect considering children under three years. Therefore, this study.



Centers for Disease Control and Prevention (.gov)

https://stacks.cdc.gov/cdc/cdc_11121_DS1 PDF

Risky Play and Children's Safety

This document contains basic information about tractor overturns and methods for decreasing overturn injuries and fatalities.




Taylor & Francis Online

<https://www.tandfonline.com/doi/pdf>

Outdoor risky play and healthy child development in the ...

by NJ Harper · 2017 · Cited by 125 — This article addresses the effects of a risk-averse Western society on healthy childhood development. Forest and nature schools.

https://books.google.ca/advanced_book_search

		Advanced Book Search	
Find results	with all of the words	<input type="text"/>	10 results ▼ <input type="button" value="Google Search"/>
	with the exact phrase	<input type="text" value="risky play"/>	
	with at least one of the words	<input type="text" value="movement definition"/>	
	without the words	<input type="text"/>	
Search:	<input type="radio"/> All books <input checked="" type="radio"/> Limited preview and full view <input type="radio"/> Full view only <input type="radio"/> Google eBooks only		
Content:	<input type="radio"/> All content <input checked="" type="radio"/> Books <input type="radio"/> Magazines <input type="radio"/> Newspapers		
Language	Return pages written in	<input type="text" value="any language"/> ▼	
Title	Return books with the title	<input type="text"/> e.g. Books and Culture	
Author	Return books written by	<input type="text"/> e.g. Hamilton Mabie or "Hamilton Wright Mabie"	
Publisher	Return books published by	<input type="text"/> e.g. O'Reilly	
Subject	Return books on subject	<input type="text"/> e.g. Medieval History or "Medieval History"	
Publication Date	<input checked="" type="radio"/> Return content published anytime	<input type="text" value="▼"/> <input type="text"/> and <input type="text" value="▼"/> <input type="text"/> e.g. 1999 and 2000, or Jan 1999 and Dec 2000	
	<input type="radio"/> Return content published between		
ISBN	Return books with the ISBN	<input type="text"/> e.g. 0060930314	
ISSN	Return serials with the ISSN	<input type="text"/> e.g. 0161-7370	



books.google.ca › books

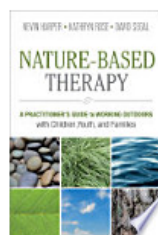
Play and Learning in the Early Years: From Research to Practice

Pat Broadhead, Justine Howard, Elizabeth Wood · 2010

Suitable for early years practitioners, early childhood students at undergraduate and postgraduate levels, and all those who work with and care for young children, this is an exciting and thought-provoking book.

 Preview

 More editions



books.google.ca › books

Nature-Based Therapy: A Practitioner's Guide to Working ...

Nevin J. Harper, Kathryn Rose, David Segal · 2019

Highly recommended. — Peter H. Kahn, Jr., author, Technological Nature: Adaptation and the Future of Human Life Right now when we need it so much, these authors bring to our attention many wonderfully useful methods and tools, along with ...

 Preview

 More editions

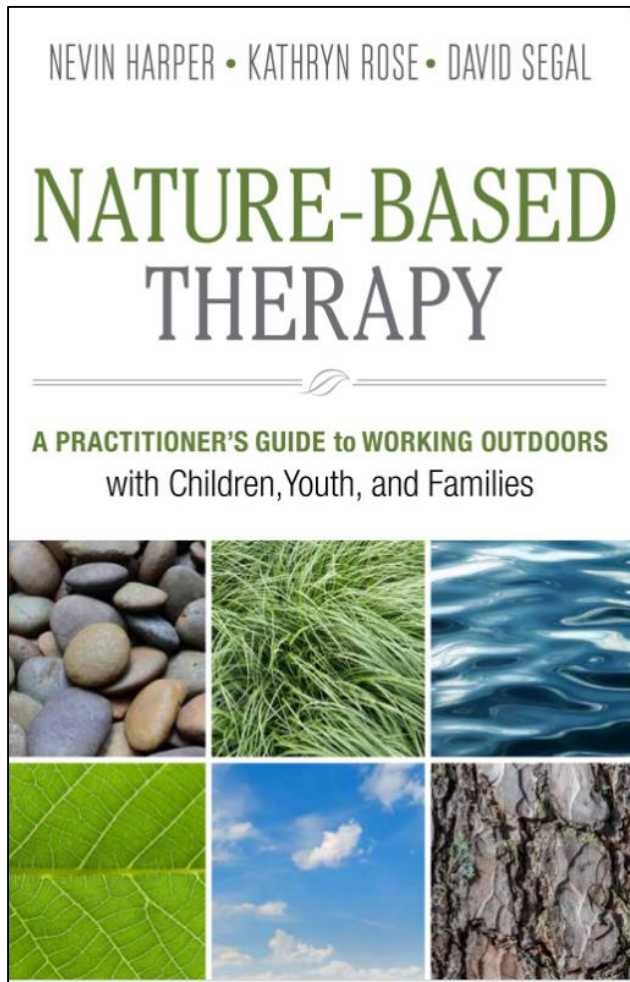


books.google.ca › books

The Science of Play: How to Build Playgrounds That Enhance ...

Susan G. Solomon · 2014

The Science of Play, a clarion call to use playground design to deepen the American commitment to public space, will interest architects, landscape architects, urban policy makers, city managers, local politicians, and parents.



Outdoor Risky Play in Nature-based Therapy

Play is the highest form of research.

ALBERT EINSTEIN

Outdoor play, including its inherent risks, is, from an evolutionary perspective, a primary developmental experience for young people—yet the opportunities for nature-based experiences are severely restricted due to the highly urbanized, technological, distracted, and risk-averse societies many of us live in. Researchers Mantler and Logan remind us that

ancestral experiences and evolutionary processes continue to influence the brain in ways that may escape conscious awareness by contemporary adults. It is becoming increasingly evident that the 2.2 million years our genus has spent in natural environments are consequential to modern mental health.¹

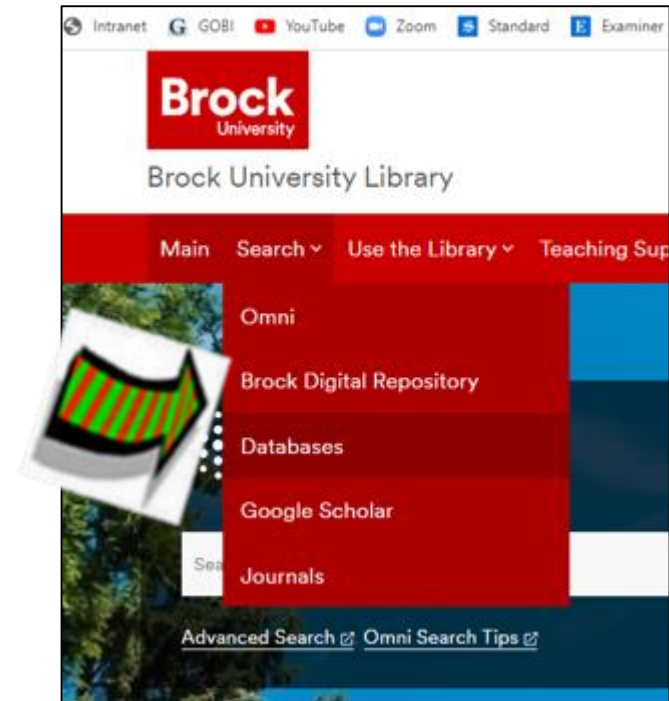
So, if our evolutionary blueprint still has much to teach us, we should be open to the possibilities that some human functions, such as being exposed to risk, may in fact be important. While most child injury prevention specialists, and others, would argue that this premise is seemingly dangerous and unnecessary, we (the authors) believe in risk as a human experience, that it should be experienced in ways that provide growing opportunities and stay within our ethic to do no harm. That

105

Harper, N., Rose, K., & Segal, D. (2019). Outdoor risky play in nature-based therapy. In, *Nature-based therapy: A practitioner's guide to working outdoors with children, youth, and families* (pp. 105-124). New Society Publishers.

<https://brocku.ca/library/>

<https://scholar.google.ca/>



https://scholar.google.ca/

Google Scholar

How does "risky play" contribute to children's confidence and self-assessment

Articles

About 116 results (0.13 sec)

Any time

Since 2024

Since 2023

Since 2020

Custom range...

Sort by relevance

Sort by date

Any type

Review articles

☐ include patents

☒ include citations

☒ Create alert

[HTML] Early childhood educator perceptions of **risky play** in an outdoor loose parts intervention

RA Spencer, N Joshi, [K Branje](#), N Murray... - AIMS public ..., 2021 - ncbi.nlm.nih.gov

... **risky play** as beneficial for **children's** healthy development. This project highlights societal shifts in play and how loose parts and **risky play** fit ... **confidence**, and enhanced **self-assessment**. ...

☆ Save Cite Cited by 31 Related articles All 13 versions

[HTML] nih.gov

Find it @ Brock

Investigation of the Relationship Between Mothers' Perceptions of **Risky Play** and Their **Children's** Self-Concepts

FN Çelik, NH Karaca, [ÜÜ Kaya](#) - e-Kafkas Journal of Educational ..., 2024 - dergipark.org.tr

... , **risky play** presents **children** with valuable opportunities such as decision-making, **self-assessment** ... their anxieties and beliefs about **risky play**, influence **children's self-esteem** and self-...

☆ Save Cite Related articles

[PDF] dergipark.org.tr

[HTML] Parents and teachers' experiences and views of risky outdoor play in early learning centres

L Pretorius - 2021 - search.proquest.com

... **Risky play** opportunities are therefore essential to develop **children's confidence**, **self-esteem**... Therefore, parents and teachers in this study must empower **children** to engage in **risky play**...

☆ Save Cite Cited by 2 Related articles All 3 versions

[HTML] proquest.com

Intentional teaching for **risky play**: Practitioner researchers move beyond their comfort zones

K Higginbottom, [L Newman](#)... - ... Journal of Early ..., 2023 - journals.sagepub.com

... more **confident** to initiate **risky play** with **children** and feeling more **confident** in supporting **children in risky play** ... their risk perception, **self-assessment**, and self-management of such play. ...

☆ Save Cite Cited by 8 Related articles All 3 versions Web of Science: 1

[PDF] sagepub.com

Full View

NEW SEARCH

JOURNAL SEARCH

BROWSE

DATABASE SEARCH

INTERLIBRARY LOAN

RESEARCH GUIDES

...

SEARCH CRITERIA

Search within: ☐ Brock Library + Omni Libraries ☒ Brock Library ☐ New Books ☐ Archives & Special Collections

Search fields

Title contains "risky play"

AND Title contains confidence OR assessment OR child*

+ ADD A NEW ROW

CLEAR

Resource Type

Articles

Language

English

Start Date:

Day Month Start Year

End Date:

Day Month End Year

→ Title contains "risky play" AND Title contains confidence OR assessment OR child*

SEARCH





0 selected

PAGE 1

1-10 of 56 Results



Personalize



1



ARTICLE

Risky Play and Children's Safety: Balancing Priorities for Optimal Child Development

Brussoni, Mariana ; Olsen, Lise L. ; Pike, Ian ; Sleet, David A.

International journal of environmental research and public health, 2012-08, Vol.9 (9), p.3134-3148

“ Injury prevention plays a key role in keeping children safe, but emerging research suggests that imposing too many restrictions on children's outdoor risky play hinders their development...”

PEER-REVIEWED OPEN ACCESS

[Available Online >](#)



2



ARTICLE

The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play

Sandseter, Ellen Beate Hansen ; Kleppe, Rasmus ; Sando, Ole Johan

Early childhood education journal, 2021-03, Vol.49 (2), p.303-312

“ Research on children's risky play and young children's risk taking is a relatively new research area that has drawn the attention of many researchers in the last decades...”

PEER-REVIEWED OPEN ACCESS

[Available Online >](#)



3



ARTICLE

Landscapes for play: Effects of an intervention to promote nature-based risky play in early childhood centres

Brussoni, Mariana ; Ishikawa, Takuro ; Brunelle, Sara ; Herrington, Susan

Journal of environmental psychology, 2017-12, Vol.54, p.139-150

PEER-REVIEWED

[Available Online >](#)



<https://researchguides.library.brocku.ca/KINE>

[Library](#) / [Research Guides](#) / [Kinesiology](#) / [Welcome](#)

Kinesiology

WELCOME

ARTICLES


BOOKS

GREY LITERATURE

DATA

BORROW FROM OTHER LIBRARIES


ADDITIONAL COURSE GUIDES



Need Help?

Ask
Chat with a librarian

Contact us at libhelp@brocku.ca or find more library help on our [Research Support](#) page.



Kinesiology

What is this guide for?

This guide has been designed as a general program guide and is curated by [Brock librarians](#). It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), systematic reviews, and more. Use the tabs on the left to navigate through the web page.


Selective course-related guides are provided when appropriate every term.

KINE 1P93 Library Seminar Fall 2024 ppt [slides](#) (PDF) and [video](#).

Attribution

Creative Commons License

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).





Kinesiology

WELCOME

ARTICLES

BOOKS

GREY LITERATURE

DATA

[BORROW FROM OTHER LIBRARIES](#)

ADDITIONAL COURSE GUIDES

Need Help?



Contact us at libhelp@brocku.ca or
find more library help on our
[Research Support](#) page.





Articles

Journal articles are scholarly works that go through a quality control process called [peer-review](#) before they are published.

MEDLINE is available via [OVID](#), [PubMed](#), [SciFinder-n](#) and [Web of Science Complete](#). Web of Science Complete includes Web of Science Core Collection, BIOSIS and more.

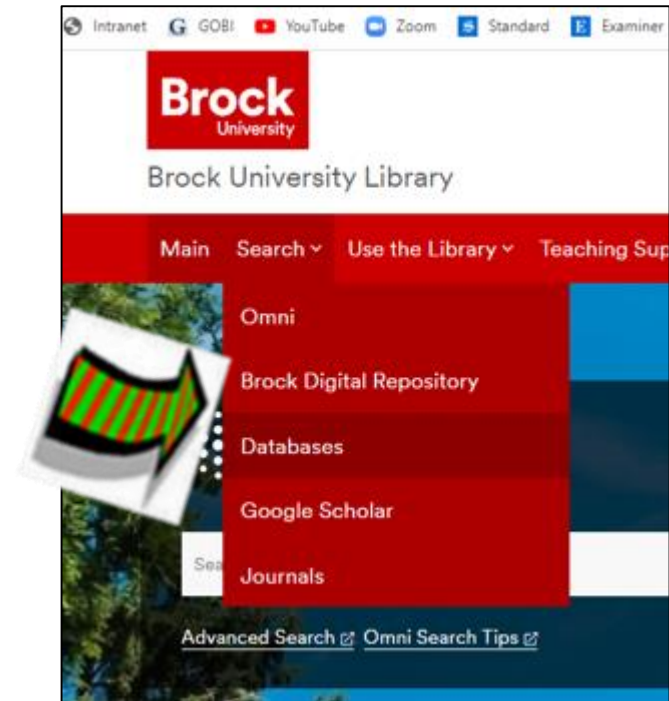
Several databases provide access to regional, national and international [news](#) articles.

A select list of [databases](#) that include scholarly articles are listed below.

- [Google Scholar](#) 
 - Find Peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, repositories, universities and other scholarly organizations
 - Off-Campus access to Brock resources is available to users who configure their Google Scholar Settings as follows:
 1. Click on [Scholar Settings](#)
 2. Select 'Library links' from the left menu
 3. Type Brock in the Library links box, and click the search icon
 4. Select Brock in the resulting list
 5. Click on the 'Save' button
 6. Follow the Find it @ Brock links to access available full-text.
- [Web of Science Core Collection](#) 
 - A multidisciplinary index of citations to articles in the sciences, social sciences and humanities. Useful for finding journal articles published on a topic or to discover who has cited a particular author and/or paper.
 - [Permitted Uses](#)
[more info...](#)
- [Sport Discus](#) 
 - Scholarly literature covering all aspects of sport including, recreation, exercise physiology, sports medicine, coaching, physical fitness, the psychology, history and sociology of sport, training, and conditioning.
 - [Permitted Uses](#)
[more info...](#)
- [MEDLINE - via OVID](#) 
 - International literature on biomedicine, allied health fields and biological and physical sciences, humanities, and information science as they relate to medicine and health care.
 - Coverage: 1946-current
 - [Permitted Uses](#)
[more info...](#)

<https://brocku.ca/library/>

<https://researchguides.library.brocku.ca/az/databases>



Find a Database

This is a list of databases the library provides access to. Use this list when:

- You want to continue searching beyond what you can find in [Omni](#)
- You want to focus your search to a specific discipline or type of resource
- You are conducting [evidence synthesis research](#) (e.g. scoping or systematic review)

Start your search by entering a Database Title, or select a Subject (e.g. Mathematics, Education) or Database Type (e.g. Streaming Video, News)

Database Title / Keyword

Subjects

Types

Search

414 Databases

[All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) <#>

A

[Academic Search Complete](#)

- Scholarly resources across all disciplines.
- [Permitted Uses](#)

[Additional Info](#)

New / Trial Databases

The following databases are newly acquired or being evaluated for a future subscription.

[PBS Video Collection](#)

New

- Streaming access to PBS videos, including documentaries and well-known series such as NOVA, Nature, American Experience, American Masters and Frontline.
- Covers a variety of subjects including science, history, art, literature, diversity, business, economics, and much more.
- [Permitted Uses](#)

Academic Search Complete, AgeLine, [BASE](#), BioOne Complete, [bioRxiv](#), CINAHL Complete, [CORE](#), [Dimensions](#), [Directory of Open Access Journals \(DOAJ\)](#), [Education Source](#), [Elicit](#), Embase, [figshare](#), Gender Studies Database, [Google](#), [Advanced Google](#), [Google Books](#), [Google Scholar](#), [Keenious](#), [MEDLINE via PubMed](#), MEDLINE via OVID, MEDLINE via Web of Science Complete, Omni, [Open Alex](#), [ORCID](#), [OSF Preprints](#), Oxford Reference, [Paperity](#), [Perplexity](#), [PLOS](#), Politics Collection, ProQuest Sociology Collection, PsycINFO, [ResearchGate](#), [ResearchRabbit](#), Scholars Portal E-Journals, [SciELO](#), [Scite](#), [Scilit](#), ~~Scopus~~, [Semantic Scholar](#), [Sport Discus](#), [The Lens](#), [Undermind](#), Web of Science Core Collection, [Web of Science Complete](#), [WorldWideScience.org](#), [WorldCat](#), [Zenodo](#)...

How does “risky play” contribute to children's confidence and self-assessment?

How does “risky play” contribute to children's confidence and self-assessment?

Databases

- | | |
|----------------------------|---|
| 1. Web of Science Complete | includes MEDLINE, WofS Core Collection and other content... |
| 2. Sport Discus | sports/recreation/education scholarly articles, sources... |
| 3. Google Scholar | lots of stuff, use the Brock proxy URL |
| 4. Advanced Google | find scholarly PDFs |
| 5. Other databases | Education Source, PsycINFO, ProQuest Sociology Collection |

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

How does “risky play” contribute to children's confidence and self-assessment?

How does “risky play” contribute to children's confidence and self-assessment?

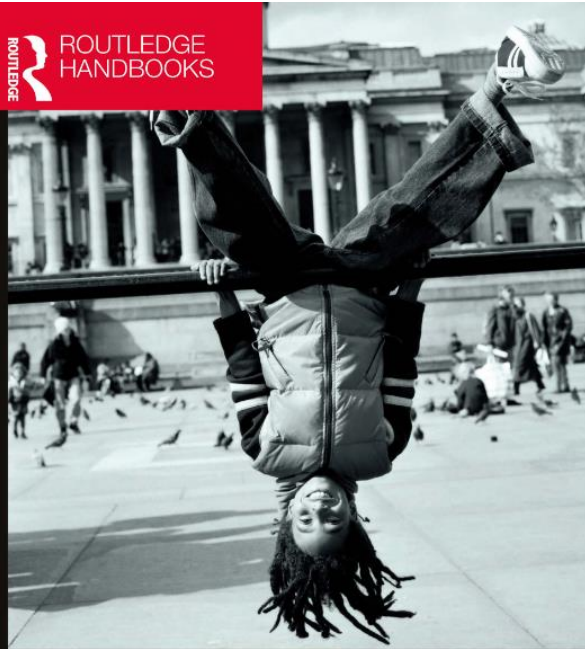


<https://meganzeni.com/what-is-risky-play/>

Risky Play: Why Kids Need It



In my work with teachers I am often asked what risky play is. Risky play is simply a way of organizing observed categories of thrilling play that children engage in when they test their physical limits during unstructured play outdoors.



The Routledge Handbook of Designing Public Spaces for Young People

Processes, Practices and Policies for Youth Inclusion

Edited by Janet Loebach, Sarah Little, Adina Cox and
Patsy Eubanks Owens

3

Risky Play

Why Children Love and Need It

Peter Gray

To begin, a couple of definitions are in order. *Play*, as the term is used in this chapter, is what others may refer to as *free play*, or *unstructured play*. The *free* is omitted here to avoid redundancy. To this author (and many other play researchers), if it isn't free it isn't play. *Unstructured* is omitted because, as Vygotsky (1978) pointed out long ago, all play is structured—structured by the players themselves. Play is never random activity. Activities such as adult-directed sports, which are structured by an outside authority rather than by the players are not play, or at least not fully play.

Elsewhere I have elaborated on a definition of play derived partly from classic writings on the subject, partly from research on what children themselves most often refer to as play, and partly from my own observations (Gray, 2012). Briefly, the definition holds that play is any activity that is (1) *self-chosen and self-directed*, (2) *intrinsically motivated* (done primarily for its own sake rather than for some goal outside itself), (3) *guided by mental rules* (structured by concepts in the players' minds that delimit what is appropriate or not within the play), and (4) *imaginative and creative* (players think of themselves as stepping out of the real world into an imaginary world, and the rules in play always leave plenty of room for creativity). This definition gives us, right off, some clues about what children gain in play, beyond the fun involved. They learn to choose and structure their own activities, discover what they enjoy (their passions), learn to create and follow rules, and exercise their imagination and creativity.

For research with non-human animals it is necessary to modify this definition, especially as there is no way to know whether or not imagination occurs in animal play. Play in animals is typically defined as con-

(such as fighting some real-world actual predator classic book, *T* it provides pra

The other risk, of course,

essentially all play among non-human animals involves risk. For example, the movement and noise created by almost every form of animal play could attract predators, and researchers have observed predation of playing animals in natural settings (Aldis, 1975). From a purely short-term safety point of view, young animals would be better off if they spent their free time curled up asleep or dormant in a burrow rather than romping around. Researchers who examine play from an evolutionary

Gray, P. (2020). Risky play. In J. Loebach, S. Little, A. Cox, & P. E. Owens (Eds.), *The Routledge Handbook of Designing Public Spaces for Young People* (1st ed., pp. 39–51). Routledge. <https://doi.org/10.4324/9780429505614-5>

How does “risky play” contribute to children's confidence and self-assessment?

“risky play” or ...

AND

child* or youth or student* or boy* or girl*

AND

confiden* or “self-assessment” or self-assessment or selfassessment or assess*



What's another word for [find it](#)

[Synonyms](#) [Antonyms](#) [Definitions](#) [Rhymes](#) [Sentences](#) [Translations](#) [Find Words](#) [Word Forms](#) [Pronunciations](#)

What is another word for risky?

Need *synonyms* for *risky*? Here's a list of *similar words* from our *thesaurus* that you can use instead.

Contexts ▾

Dangerous, involving risks

Willing to take risks or to try out new methods, ideas, or experiences

Likely to injure or damage

Displaying a lack of sensibleness or good judgment

... more ▾

Adjective

Dangerous, involving risks

dangerous hazardous perilous unsafe chancy dicey dodgy

precarious tricky uncertain high-risk parlous grave grievous

hairly insecure jeopardising^{UK} jeopardizing^{US} menacing serious

shonky speculative sticky threatening treacherous unhealthy

unpredictable venturesome delicate endangered

fraught with danger gnarly iffy jeopardous rocky unsound

defenseless^{US} defenceless^{UK} exposed touch-and-go wide-open

long shot on slippery ground hanging by a thread on thin ice

AD

CX-70 MILD HYBRID

Find Synonyms

[go](#)

AD

Get access to funds automatically after sale,

Get money instantly.

Square [Get Square](#)

Searching: Education Source, Academic Search Complete, SPORTDiscus [Show Less](#) [Choose Databases](#)

"risky play"

TI Title

Search

AND

child* or youth or student* or boy* or girl*

Select a Field (optional)

[Create Alert](#)

AND

confiden* or "self-assessment" or self-asse

Select a Field (optional)

[Clear](#) ?[Basic Search](#) [Advanced Search](#) [Search History](#)

Refine Results

Current Search

Find all my search terms:

TI "risky play" AND (child* or youth or student* or b o...

Expanders

Apply equivalent subjects

Source Types

Academic Journals

Language

english

Limit To

Search Results: 1 - 12 of 12

Relevance Page Options Share

Note: Exact duplicates removed from the results.

1. "I've Seen What Evil Men Do": Military Mothering and **Children's Outdoor Risky Play**.

Academic Journal

By: Bauer, Michelle E. E.; Giles, Audrey R.; Brussoni, Mariana. Leisure Sciences. 2024, Vol. 46 Issue 2, p150-166. 17p. DOI: 10.1080/01490400.2021.1920521. , Database: Academic Search Complete

[Find Full Text](#)2. The Prevalence of **Risky Play** in Young **Children's** Indoor and Outdoor Free Play.

Academic Journal

By: Sandseter, Ellen Beate Hansen; Kleppe, Rasmus; Sando, Ole Johan. Early **Childhood** Education Journal. 2021, Vol. 49 Issue 2, p303-312. 10p. 3 Charts. DOI: 10.1007/s10643-020-01074-0. , Database: Academic Search Complete[HTML Full Text](#)[PDF Full Text](#)[Save PDF to Cloud](#) (638KB)

The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play.

Authors: [Sandseter, Ellen Beate Hansen](#)¹ (AUTHOR) eb@dmh.no
[Kleppe, Rasmus](#)² (AUTHOR)
[Sando, Ole Johan](#)¹ (AUTHOR)

Source: [Early Childhood Education Journal](#). 2021, Vol. 49 Issue 2, p303-312. 10p. 3 Charts.

Document Type: Article

Subject Terms: [*PLAY assessment \(Child psychology\)](#)
[*EARLY childhood education](#)

**Author-Supplied
Keywords:** [Age](#)
[ECEC institutions](#)
[Gender](#)
[Occurrence](#)
[Play environment](#)
[Risky play](#)

Abstract: Research on **children's risky play** and young **children's** risk taking is a relatively new research area that has drawn the attention of many researchers in the last decades. Nevertheless, to our knowledge, no earlier studies have measured the prevalence of **risky play** when **children** can freely choose what to **play**, with whom, and where. Most research on **risky play** has also exclusively focused on outdoor **play**. This study aims at examining the occurrence and characteristics of **children's risky play**, indoors and outdoors, in early **childhood** education and care (ECEC) institutions. **Children** (N = 80) were observed in two-minute sequences during periods of the day when they were free to choose what to do. The data consists of 1878 randomly recorded two-minute videos, which were coded second by second for the occurrence of several categories of **risky play**. Results revealed that **risky play** was registered in 10.3% of the total data material. The data is further analysed to explore distribution among different types of **risky play**, as well as differences between gender, age and environment (indoors vs. outdoors). [ABSTRACT FROM AUTHOR]

Copyright of Early Childhood Education Journal is the property of Springer Nature and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

Author Affiliations: ¹Queen Maud University College of Early **Childhood** Education, Trondheim, Norway
²Oslo Metropolitan University, Oslo, Norway

**Full Text Word
Count:** 8216

ISSN: 1082-3301

DOI: 10.1007/s10643-020-01074-0



zotero**bib**

0.1007/s10643-020-01074-0

Cite

Manual Entry

Sandseter, E. B. H., Kleppe, R., & Sando, O. J. (2021). The prevalence of risky play in young children's indoor and outdoor free play. *Early Childhood Education Journal*, 49(2), 303-312. <https://doi.org/10.1007/s10643-020-01074-0>

Close

Delete

Edit

Bibliography

American Psychological Association 7th edition





The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play

Ellen Beate Hansen Sandseter¹ · Rasmus Kleppe² · Ole Johan Sando¹

Published online: 25 June 2020
© The Author(s) 2020

Abstract

Research on children's risky play and young children's risk taking is a relatively new research area that has drawn the attention of many researchers in the last decades. Nevertheless, to our knowledge, no earlier studies have measured the prevalence of risky play when children can freely choose what to play, with whom, and where. Most research on risky play has also exclusively focused on outdoor play. This study aims at examining the occurrence and characteristics of children's risky play, indoors and outdoors, in early childhood education and care (ECEC) institutions. Children (N = 80) were observed in two-minute sequences during periods of the day when they were free to choose what to do. The data consists of 1878 randomly recorded two-minute videos, which were coded second by second for the occurrence of several categories of risky play. Results revealed that risky play was registered in 10.3% of the total data material. The data is further analysed to explore distribution among different types of risky play, as well as differences between gender, age and environment (indoors vs. outdoors).

Keywords Risky play · Occurrence · ECEC institutions · Gender · Age · Play environment

Introduction

A growing number of studies show that children's opportunities for free play have decreased in the last few decades (see e.g. Freeman 1995; Lester and Maudsley 2006; Brussoni et al. 2012; Moss 2012; Gray 2011). Childhood has changed, and children's daily lives are now characterized more by sedentary indoor activities than outdoor play and physical activity (Kemple et al. 2016). The concern for the decline in children's play is also emphasized in the UN Committee on the Rights of the Child, General comment no. 17 (UN 2013). The UN Committee expresses great concern about this increasing problem, and points at safety concerns and an excessive and restrictive safety focus as one of the reasons for this problem, as well as increasing pressure on learning and academic achievement on young children (UN 2013). In line with this, a number of international studies

on outdoor play suggest that children's opportunities for learning about risk and safety are often limited (Bundy et al. 2009; Little and Eager 2010; Little 2015; Brussoni et al. 2012; Waters and Begley 2007; Sandseter et al. 2019). Most of the time, play occurs under adult supervision; therefore, decisions regulating what children are allowed to do and where they are allowed to go (Kytta 2004) are often decided by adults. This is also the case in early childhood and care (ECEC) settings.

While adults tend to become more risk-averse, children still have a great appetite for risky play. Intense exhilaration is one of the potential rewards of engaging in risky situations (Cook 1993; Cook et al. 1999). Feelings such as fun, enjoyment, excitement, thrill, pride, achievement, and good self-esteem when mastering new and challenging tasks are found to be a driving force and rewarding experience when children engage in risky play (Sandseter 2010b, a; Coster and Gleave 2008; Stephenson 2003). Risk-taking in play includes both fear and excitement, and this ambiguous feeling is what children seek in their play (Cook 1993; Aldis 1975; Cook et al. 1999; Sandseter 2010a; Coster and Gleave 2008; Stephenson 2003). As such, there is reason to believe that children will seek this kind of play, no matter

Sandseter, E. B. H., Kleppe, R., & Sando, O. J. (2021). The prevalence of risky play in young children's indoor and outdoor free play. *Early Childhood Education Journal*, 49(2), 303–312. <https://doi.org/10.1007/s10643-020-01074-0>

✉ Ellen Beate Hansen Sandseter
ebs@dmh.no

¹ Queen Maud University College of Early Childhood Education, Trondheim, Norway

² Oslo Metropolitan University, Oslo, Norway

Web of Science Complete database

DOCUMENTS

RESEARCHERS

Search in: All Databases ▾ Collections: All ▾

DOCUMENTS

CITED REFERENCES

Title ▾

Example: water consum*
risky near/2 play

⊖ And ▾

Topic ▾

Example: oil spill* mediterranean
child* or youth or teen* or "elementary school student*" or movement*

+ Add row

+ Add date range

Advanced search

× Clear

Search

44 results from All Databases for:

Analyze Results

Citation Report

Create Alert

risky near/2 play (Title) and child* or youth or teen* or "elementary school student*" or movement* (Topic)

Search

+ Add Keywords

Quick add keywords:

+ RISKY PLAY

+ OUTDOOR ENVIRONMENTS

+ OUTDOOR PLAY

+ AFFORDANCES

+ EARLY CHILDHOOD EDUCATION

+ PLAY

+ EARL

Refined By:

NOT Database: Preprint Citation Index

Document Types: Article

Languages: English

Publication Years: 2024 or 2023 or 2022 or 2021 or 2020

Clear all

Publications

You may also like...

Copy query link

Refine results

Search within topic...

Quick Filters

- ☐ Review Article 1
- ☐ Open Access 19

Publication Years

- ☐ 2024 9
- ☐ 2023 11
- ☐ 2022 7
- ☐ 2021 13
- ☐ 2020 4

Document Types

- ☐ Article 44
- ☐ Early Access 5
- ☐ Other 5

1/44

Add To Marked List

Export

Sort by: Citations: highest first

1 of 1

1



The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play

Sandseter, EBH; Kleppe, R and Sando, OJ

Mar 2021 | EARLY CHILDHOOD EDUCATION JOURNAL 49 (2) , pp.303-312

Research on children's risky play and young children's risk taking is a relatively new research area that has drawn the attention of many researchers in the last decades. Nevertheless, to our knowledge, no earlier studies have measured the prevalence of risky play when children can freely choose what to play, with whom, and where. Most research on risky play has also exclusively focused on outd

Find it @ Brock Free Full Text From Publisher

42

Citations

67

References

Related records

2



Risky Play and Children's Well-Being, Involvement and Physical Activity

Sando, OJ; Kleppe, R and Sandseter, EBH

Aug 2021 | CHILD INDICATORS RESEARCH 14 (4) , pp.1435-1451

Children's activities and experiences in Early Childhood Education and Care (ECEC) institutions are essential for children's present and future lives. Playing is a vital activity in childhood, and playing is found to be positively related to a variety of outcomes among children. In this study, we investigated how risky play - a fundamentally voluntary form of play - related to children's well-b

Find it @ Brock Free Full Text From Publisher

26

Citations

68

References

Related records



Risky Play and Children's Well-Being, Involvement and Physical Activity

By Sando, OJ (Sando, Ole Johan) ^[1] ; Kleppe, R (Kleppe, Rasmus) ^[2] ; Sandseter, EBH (Sandseter, Ellen Beate Hansen) ^[1]

[View Web of Science ResearcherID and ORCID](#) (provided by Clarivate)

Source

CHILD INDICATORS RESEARCH ▾

Volume: 14 Issue: 4 Page: 1435-1451

DOI: 10.1007/s12187-021-09804-5

Published

AUG 2021

Early Access

FEB 2021

Indexed

2021-02-17

Document Type

Article

Abstract

Children's activities and experiences in Early Childhood Education and Care (ECEC) institutions are essential for children's present and future lives. Playing is a vital activity in childhood, and playing is found to be positively related to a variety of outcomes among children. In this study, we investigated how risky play - a fundamentally voluntary form of play - related to children's well-being, involvement and physical activity. Results from structured video observations (N = 928) during periods of free play in eight Norwegian ECEC institutions indicated that engagement in risky play was positively associated with children's well-being, involvement and physical activity. The findings in this study suggest that one way to support children's everyday experiences and positive outcomes for children in ECEC is to provide children with opportunities for risky play. Restrictions on children's play behaviours following safety concerns must be balanced against the joy and possible future benefits of thrilling play experiences for children.

Keywords

Author Keywords: Risky play; Well-being; Involvement; Physical activity; ECEC

Keywords Plus: EARLY-CHILDHOOD EDUCATION; PRESCHOOL; HEALTH; AFFORDANCES; AGREEMENT; ATTITUDES; FITNESS; KAPPA

Citation Network

In All Databases

26 Citations

[Create citation alert](#)

26 Times Cited in All Databases

[+ See more times cited](#)

68 Cited References

[View Related Records →](#)

How does this document's citation performance compare to peers?

[← Open comparison metrics panel](#) **New**

Data is from InCites Benchmarking & Analytics

Citing items by classification **New**

Breakdown of how this article has been



Risky Play and Children's Well-Being, Involvement and Physical Activity

Ole Johan Sando¹ · Rasmus Kleppe² · Ellen Beate Hansen Sandseter¹

Accepted: 10 January 2021 / Published online: 17 February 2021
© The Author(s) 2021

Abstract

Children's activities and experiences in Early Childhood Education and Care (ECEC) institutions are essential for children's present and future lives. Playing is a vital activity in childhood, and playing is found to be positively related to a variety of outcomes among children. In this study, we investigated how risky play – a fundamentally voluntary form of play – related to children's well-being, involvement and physical activity. Results from structured video observations (N=928) during periods of free play in eight Norwegian ECEC institutions indicated that engagement in risky play was positively associated with children's well-being, involvement and physical activity. The findings in this study suggest that one way to support children's everyday experiences and positive outcomes for children in ECEC is to provide children with opportunities for risky play. Restrictions on children's play behaviours following safety concerns must be balanced against the joy and possible future benefits of thrilling play experiences for children.

Keywords Risky play · Well-being · Involvement · Physical activity · ECEC

1 Introduction

There is little consensus regarding what should be the expected outcomes for children in Early Childhood Education and Care (ECEC). Unlike in school, children's outcomes in ECEC are rarely delineated specifically to, for example, subject knowledge (Barnett et al. 2014). Instead, children's outcomes in ECEC are suggested to be foundational aspects of experience and learning (Laevers 2000), like well-being, social competence or emotional and cognitive development. These aspects are considered valuable in themselves and, simultaneously, a necessary basis for later

✉ Ole Johan Sando
ojs@dmmh.no

¹ Queen Maud University College, Thrond Nergaards veg 7, N-7044 Trondheim, Norway

² Oslo Metropolitan University, Pilestredet 46, N-0167 Oslo, Norway

Sando, O. J., Kleppe, R., & Sandseter, E. B. H. (2021). Risky play and children's well-being, involvement and physical activity. *Child Indicators Research*, 14(4), 1435–1451. <https://doi.org/10.1007/s12187-021-09804-5>

https://zbib.org/

zotero**bib**

Cite

Manual Entry

Sando, O. J., Kleppe, R., & Sandseter, E. B. H. (2021). Risky play and children's well-being, involvement and physical activity. *Child Indicators Research*, 14(4), 1435-1451. <https://doi.org/10.1007/s12187-021-09804-5>

Close

Delete

Edit

Bibliography

American Psychological Association 7th edition

Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

KINE 1P93 - Zotero

File Edit View Tools Help

▼ All Fields & Tags

Left Sidebar (Folders):

- Kendra
 - articles Nov 2023
 - Covidence testing
 - Epistemonikos database
 - OSF
 - review articles Nov 2023
 - reviews for consideration
 - seed articles
 - theses Nov 2023
- Kieva
 - reviews
 - theses dissertations
- KINE 1P93 (Selected)
- KINE 2P91
- KINE 4P70
- KINE 4P84 asthma
- Lauren
 - seed papers
- Logan
- Math article
- Mia
 - Articles
 - books ebooks
 - theses dissertations
- Nadia
 - Web of Science Citations
 - NUSC 1P03
 - physics paper

Central List (Title | Creator):

- Articulating outdoor risky play in early childhood education: voices of for... | Harper and Obee
- Articulating outdoor risky play in early childhood education: voices of for... | Harper and Obee
- Associations between Children's Risky Play and ECEC Outdoor Play Spac... | Sandseter et al.
- Categorising risky play-how can we identify risk-taking in children's play? | Sandseter
- Children's use of environmental features affording risky play in early chil... | Obee et al.
- Comparison of quality and risky play opportunities of playgrounds in Ger... | Deniz and Kalburan
- 'Don't Pick, Don't Lick': Connecting Young Children's Risky Play in Natur... | Speldewinde
- Early Childhood Education teachers' attitudes towards risky play as devel... | Jevtic et al.
- Early childhood educator perceptions of risky play in an outdoor loose pa... | Spencer et al.
- Early Childhood Educators' Knowledge, Self-Efficacy and Risk Tolerance f... | Szpunar et al.
- Engagement in risky play: critical ecosystemic factors from parents' pers... | Martins et al.
- Examining the relationship between teachers' attitudes toward risky play... | Karaca et al.
- Exploring outdoor play: a mixed-methods study of the quality of preschoo... | LeMasters and Vandermaas-Peeler
- Exploring toddlers' rituals of 'belonging' through risky play in the outdoo... | Little and Stapleton
- Giving Children permission for risky play: parental variables and parentin... | Akdemir et al.
- Go Play Outside! Effects of a risk-reframing tool on mothers' tolerance fo... | Brussoni et al.
- Healthy childhood development through outdoor risky play: Navigating ... | Beaulieu and Beno
- Landscapes for play: Effects of an intervention to promote nature-based r... | Brussoni et al.
- Lessons Learned from Norway on Risky Play in Early Childhood Education... | Obee et al.
- Letting play bloom: Designing nature-based risky play for children | Roy
- Letting play bloom: designing nature-based risky play for children | Tai and Hendy
- Nature-based therapy: a practitioner's guide to working outdoors with ch... | Harper et al.
- Outdoor risky play and healthy child development in the shadow of the "... | Harper
- Parents' and Early Childhood Educators' Attitudes and Practices in Relati... | McFarland and Laird
- Proxemics of children's experiences of risky play in specific leisure equip... | Pimentel and Mello
- Restrictive Safety or Unsafe Freedom? Norwegian ECEC Practitioners' Per... | Sandseter
- Risky Play | Gray
- Risky play and adventure playground | Tandogan
- Risky Play and Children's Well-Being, Involvement and Physical Activity | Sando et al.
- Risky Play and Parenting Styles | Cevher-Kalburan and Ivrendi
- Risky play in children's emotion regulation, social functioning, and physi... | Sandseter et al.
- Risky play: an ethical challenge | Kvalnes and Sandseter
- Risky-play at school. Facilitating risk perception and competence in youn... | Lavrysen et al.
- The Prevalence of Risky Play in Young Children's Indoor and Outdoor Fre... | Sandseter et al.
- What is the Relationship between Risky Outdoor Play and Health in Child... | Brussoni et al.

Right Pane (Info | Notes | Tags | Related):

Item Type Journal Article

Title Outdoor risky play and healthy child development in the shadow of the "risk society": A forest and nature school perspective

Author Harper, Nevin J.

Abstract

Publication Child & Youth Services

Volume 38

Issue 4

Pages 318-334

Date 2017-10-02

Series

Series Title

Series Text

Journal Abbr Child & Youth Services

Language en

DOI 10.1080/0145935X.2017.1412825

ISSN 0145-935X, 1545-2298

Short Title Outdoor risky play and healthy child development in the shadow of the "risk society"

URL <https://www.tandfonline.com/doi/full/10.1080...>

Accessed 8/16/2024, 2:52:17 PM

Archive

Loc. in Archive

Library Catalog DOI.org (Crossref)

Call Number

Rights

Extra

Date Added 8/16/2024, 2:52:17 PM

Modified 8/16/2024, 2:52:17 PM



File Home Insert Design Layout References Mailings Review View Zotero Help Tell me what you want to do

Add/Edit Citation Add/Edit Bibliography Insert Note Zotero Document Preferences Refresh Unlink Citations

KINE 1P93 paper

Risky Play

Ian Gordon

This paper discusses risky play as defined by... (Tai & Hendy, 2022) as

References

Akdemir, K., Banko-Bal, C., & Sevimli-Celik, S. (2023). Giving Children permission for risky play: Parental variables and parenting styles. *Journal of Outdoor and Environmental Education*, 26(3), 289–306. <https://doi.org/10.1007/s42322-023-00122-8>

Spencer, R. A., Joshi, N., Branje, K., Murray, N., Kirk, S. F. L., & Stone, M. R. (2021). Early childhood educator perceptions of risky play in an outdoor loose parts intervention. *AIMS Public Health*, 8(2), 213–228.

Szpunar, M., Johnson, A., Driediger, M., & Tucker, P. (2023). Early Childhood Educators' Knowledge, Self-Efficacy and Risk Tolerance for Outdoor Risky Play Following a Professional Risk Re-Framing Workshop. *CHILDREN-BASEL*, 10(8). <https://doi.org/10.3390/children10081346>

Tai, L., & Hendy, T. (2022). *Letting play bloom: Designing nature-based risky play for children*. Temple University Press.

Tandogan, O. (2022). Risky play and adventure playground. *MEGARON*, 17(2), 389–408. <https://doi.org/10.14744/MEGARON.2022.63496>



Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Citation management
- Where, how and when to get help!

<https://brocku.ca/library/video-tutorials/>

What's an Annotated Bibliography?



What are Primary & Secondary Sources



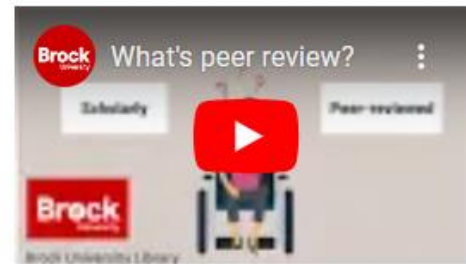
What's a Search Strategy?



What are "Scholarly" Sources?



What does "Peer Review" Mean?



Evaluating Sources with RADAR



[Browse all videos](#)

Where can I get help?

Brock Library Help

<https://brocku.ca/library/research-support/>

Brock Library KINE Research Guide


<https://researchguides.library.brocku.ca/>

Email the Library

libhelp@brocku.ca

Ask Us Chat service

<https://brocku.ca/library/chat/>

Ask Us Chat 



Book a Consultation

<https://calendar.library.brocku.ca/appointments/researchconsultation>

Make an Appointment Research Consultation

Your Librarian can help you:

- use the best search tools for your assignments
- find information sources on your specific topic
- develop effective research strategies
- become a confident and independent researcher

1. Select One

▼ Librarian

☒ Ian Gordon (he/him)

☐ Jennifer Thiessen

☐ Elizabeth Yates

☐ Denise Smith

☐ Vanja Stojanovic

2. Select Date:

🕒

Oct ▼

2024

🕒

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3. Select Time:

Tuesday, October 8, 2024

Time Zone: Eastern Time - US & Canada ([change](#))

9:00am

9:30am

10:30am

12:00pm

12:30pm

1:00pm

1:30pm

3:00pm

3:30pm

Continue



Ian Gordon

Teaching & Learning Librarian
igordon@brocku.ca